DOCUMENT RESUME

ED 028 967 SP 002 267

World Assembly 1968.
International Council on Education for Teaching, Washington, D.C.
Pub Date Jul 68
Note-42p.; Proceedings of the Conference of the International Council on Education for Teaching, Dublin, Ireland, July 1968
EDRS Price MF-$0.25 HC-$2.20
Descriptors-Educational Change, Educational Needs, Human Relations, *Teacher Education
Identifiers-Australia, ICET, International Council on Education for Teaching, Ireland, WCOTP, West Indies, World Confed. of Organiz. of Teaching Prof

Overviewing the proceedings of the July 1968 World Assembly of the International Council on Education for Teaching (ICET) at Dublin, Ireland, the major portion of this pamphlet is composed of speeches on developments and needs in teacher education. Included are a discussion of the background and future activities of ICET ("The International Council on Education for Teaching: Action for the Future"), a presentation of problems and changes in teacher education in Ireland ("Persistence and Change: The Evolution of Teacher Education in Contemporary Ireland"), a consideration of the changes in the role of the teacher in today's society ("The Personal Development of the Prospective Teacher"), and a discussion of Australian views on the need for change in teacher education ("Education and Teacher Education in Australia"). Also presented are reports on the World Confederation of Organizations of the Teaching Profession (WCOTP) conference on education and human rights (held immediately after the ICET conference), the world directory of teacher education institutes and problems in career development of education graduates from the University of the West Indies. Additional sections feature news of current events in teacher education, the revised constitution of ICET, and a list of participants at the 1968 World Assembly. (SM)

ED028967

WORLD ASSEMBLY 1968

ICET

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCEEDINGS

Dublin, Ireland, July, 1968

RESEARCH

Teacher Education in the West Indies

WORLD DIRECTORY OF TEACHER EDUCATION

NEWS AND NOTES

INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING
1201 Sixteenth Street, N.W., Washington, D. C. 20036 / USA
an international member of the
World Confederation of Organizations of the Teaching Profession

SP002267

OFFICERS

PRESIDENT

David J. Johnston
University of London
Institute of Education
London, W.C. 1, England

FIRST VICE-PRESIDENT

Francis N. Hamblin
Academic Vice-President
Northern Arizona University
Flagstaff, Arizona 86001, USA

SECOND VICE-PRESIDENT

Bhunthin Attagara
Director of Teacher Education
Department of Teacher Training
Ministry of Education
Bangkok, Thailand

EXECUTIVE COMMITTEE

W. Senteza Kajubi
Director, Institute of Education
Makerere University College
Kampala, Uganda

S. N. Mukerji
President
Indian Association of Teacher Educators
Udaipur, Rajasthan
India

R. Borge Svensson
Rector, Lararhogskolan
Ovre Husargatan 34
Goteborg, S.V., Sweden

Aubrey Phillips
University of West Indies
Mona, Kingston
Jamaica

SECRETARIAT

EXECUTIVE DIRECTOR

Frank Klassen
ICET
1201 Sixteenth Street, N.W.
Washington, D. C. 20036, USA

ADMINISTRATIVE ASSISTANT

Judith Morris

CONTENTS

From the President's Pen ..... David J. Johnston

The International Council on Education for Teaching:
Action for the Future ..... Frank H. Klassen 1

Persistence and Change:
The Evolution of Teacher Education in
Contemporary Ireland ..... Michael Jordan 6

The Personal Development of the Prospective Teacher ..... J. D. Browne 13

Education and Teacher Education in Australia ..... S. P. Lewis 16

News and Notes 18

Education and Human Rights:
A Report of the WCOTP Conference ..... Margaret Hampton 21

World Directory of Teacher Education Institutions:
A Feasibility Study ..... Robert J. Stevenson 24

Career Development of Education and Graduates from the
University of the West Indies: An Interim Report ..... Mavis Burke 30

Constitution of the International Council on Education for
Teaching as Amended by the Representative Assembly, July 22, 1968. 34

List of Participants, 1968 World Assembly of the International
Council on Education for Teaching, Dublin, Ireland 36

From the President's Pen

The Dublin Conference of the International Council on Education for Teaching greatly honored me by electing me to the office of president, to succeed Dr. William Haggerty.

The whole mood of the Dublin Conference was one of renewed optimism arising mainly from the extraordinarily generous contribution of the American Association of Colleges for Teacher Education to the work of developing the organization of ICET. In common with all individual members and institutions now affiliated with ICET, I feel singularly honored to have this fresh and real support of our international aspirations. Looking back on Dublin, one sometimes feels that there was something balmy about the halcyon days of our discussions. Internationally our work was significant, and colleagues from many countries and continents collaborated.

A special note of appreciation is extended to the principal and staff of St. Patrick's College for their cordial invitation and the efficient and friendly reception accorded the ICET delegates.

Because of the many distressing events throughout the world, the challenge to those engaged in educating teachers has become even clearer. The children of the world may well be in danger through the carelessness of the adult citizens of this planet. At the same time, the risk can be reduced by the effectiveness of education. In the work of the teacher it is beyond contradiction that the trainers of teachers have new responsibilities to face. Understanding of those who are working to prepare the world's teachers would, on balance, help to reduce the whole risk we face. In this mood, it is my earnest hope, as president of ICET, that we will in these years take steps to assure that all teachers will more readily see their work in relation to a willingness to coexist.

ICET has a major contribution to offer to the international educational community. There is room within it for all who feel that many of the world's problems can be partially reduced, if not eliminated, by the development of effective teaching forces everywhere. Let us make our contribution before we are overwhelmed with regrets.

DAVID J. JOHNSTON
President

The International Council on Education for Teaching: Action for the Future

FRANK H. KLASSEN
Executive Director

On July 22, 1968, representatives to the World Assembly of the International Council on Education for Teaching in Dublin took formal action to create a new administrative structure designed to cope more directly with the educational needs and problems of the contemporary world. Supported by financial assistance from the American Association of Colleges for Teacher Education, the newly created, permanent ICET secretariat now serves as a vehicle for communication, collaboration, study, and service on behalf of the world's teacher education community.

Just as the world's scientific and technological achievements are a product of preceding millennia, the Council's officers today recognize that they stand on the shoulders of giants of the past. A special note of appreciation is extended to past officers for their efforts, particularly to Dr. William Haggerty, the immediate past president of ICET. In 1968, ICET concluded fifteen years of dedicated service to the cause of teacher education. During this period, its world assemblies have provided a public forum for discussion and interaction among professional educators from every part of the globe. Because of its close affiliation with and as an international member of the World Confederation of Organizations of the Teaching Profession, ICET meetings have generally been held in conjunction with those of WCOTP and thereby benefited from the views, perspectives, and demands of the teaching profession as well as those engaged in the preparation of teachers. This relationship has given ICET a distinct orientation — one of unity of purpose and comprehensiveness — directed toward the improvement of the quality of professional training for prospective teachers and the provision of continuing education for those already in the classroom.

This orientation defines at once the population toward which ICET directs its efforts and places it under the obligation to engage in a continuous search for improved intellectual and practical solutions to the educational problems of youth everywhere. The task is obviously an enormous one, and one which will engage the ICET membership and secretariat in future decades.

The enormity of the task derives from the fact that teacher education, or education of any kind, must respond effectively to a context that is much broader than itself — the school, the society, and the intellectual and technological forces of change that characterize our era. The future of ICET will depend in large measure on an understanding of this broader context and the relevant tools available to cope with its problems, so that human aspiration may find at least partial fulfillment in improved educational resources and thoroughly prepared teachers.

Formal educational systems throughout human history have been major exemplars of the chasm that separates human aspiration from human achievement. Seneca's dictum, "Non vitae sed scholae discusum," is as potent a criticism today as it was 2,000 years ago. Formal schooling is still but a

pale reflection of the pulsating drama of life. In large measure, the school was, and continues to be, both insular and insulated – circumscribed by narrow vision and protected by tradition and circumstance from the challenging and dynamic forces of social interaction in the world.

The past may have been able to afford the luxury of these limitations. Its guiding educational principles were buttressed by many social, political, and economic forces which helped to sustain the dichotomy between schooling and life. The elite, without fear of serious contradiction, could use society's educational tools to shape their progeny in their own image, often to the detriment and disparagement of the rest of society. Society's leaders could afford to maintain a philosophical view that deprecated action and celebrated the unchanging nature of ideas and values so long as the dependent multitudes remained inert and passive. Further, they could safely promulgate the view that security and social welfare depended on the maintenance of distinctive personal and cultural identities. The outsider, the threat to social progress, became the "barbarian" or the "savage," the embodiment of evil design or subversive ideology.

The current worldwide social unrest is adequate evidence that these attitudes and conditions, though still entrenched deeply in the fabric of human endeavor, are no longer adequate to cope with or provide solutions for the problems besetting the world. Rapidly increasing urbanization, ethnic and racial antagonisms, the changes and dislocations brought about by an advancing technology, disintegration of traditional social patterns, the depletion of natural resources, increasing overpopulation, growing food shortages, widespread illiteracy in a large portion of the world, continuing international tensions in an age of weapons of mass destruction, and disaffection among the world's youth are but a few of the problems that demand intense commitment from those who possess the educational and economic power to respond effectively.

Furthermore, the demands raised by students, faculties, and citizens for a greater correlation between life and education, between the responsibilities of citizens and appropriate education for youth to assume these responsibilities, are additional indications that new forces now contend in the world arena. The climate of unrest and danger is not the only force that demands a reorientation of the world's educational system and its teachers. The changes brought about by technology have created unprecedented conditions whereby new conceptions of humanity can be created. As men observe other peoples, other cultures, and the accidents of history and environment that created them, a global conception of man becomes increasingly possible.

These conditions also create the opportunity to develop a new conception of education, a conception in which education can be considered as a total process, expanding far beyond the restrictions of formal schooling and the limitations of the immediate social and physical environment into a cultural context of global proportions. The global dimensions of the modern educational environment opens new channels by which the individual or societies can come together to accomplish common purposes and to find new accommodations to each other.

The need for this is crucial if one is concerned with a new education for a new generation. By 1970, for example, half the population of America

will be under the age of twenty-five. This trend is duplicated in many other parts of the globe. Recent events make it clear that the limits of older forms of authority and patterns of educational experience are no longer effective in responding to or coping with the expectations of youth. At the core of the responsible and yet revolutionary tendencies exhibited by students is the demand for the rights of national and international citizenship. It is the demand for a more equal and widely distributed application of one of the basic tenets of democratic ideology – the right of citizens to participate in those decision-making processes that will affect their own welfare.

These conditions call for an education that will encompass those learning experiences in which the decision-making processes are conceived of in global terms, that is, experiences in which individuals have the opportunity to realize their selfhood and express it within a world system composed of other individuals with the same rights of realization and self-expression. In essence, education must broaden its scope and accept new challenges. It must speak to the problems of human survival, capitalize on the existence of rapidly changing international alignments and relationships, and respond to the demands of the world's youth, as well as the dispossessed and disadvantaged, for emancipation and participation.

Successful response to these challenges places new responsibilities on teacher education. Teacher education becomes a focal point around which major efforts must be concentrated if a change in educational objectives and practices is to find its way into the content and structure of the world's educational system. As Harold Taylor points out in an AACTE study entitled *The World and the American Teacher:* "Without teachers whose own knowledge and attitudes are in tune with the demands which world society now makes for the application of new knowledge, there is little chance that new perspectives can be introduced into the structure of modern education, in the United States or anywhere else." Philip H. Coombs in *The World Educational Crisis* lends further support to the dynamic and central role of teacher education in improving the quality of education but points out that teacher education itself requires constant reappraisal and renewal. He states: "Clearly, educational systems will not be modernized until the whole system of teacher training is drastically overhauled, stimulated by pedagogical research, made intellectually richer and more challenging, and extended far beyond preservice training into a system for continuous professional renewal and career development for *all* teachers."

It must be recognized, however, that the teacher and the school are not the sole agents of change. The social context, its values, tastes, prejudices, and hopes, as well as the human and material resources at its command, are important factors that determine the school's orientation and the quality of teaching that is performed in it. The school's philosophy and objectives are generally framed with reference to the ideals, aspirations, and needs embedded in the culture of a particular society. The teacher also reflects in his attitudes and skills the intellectual and behavioral climate of the society in which he has been nurtured. He too is imbued with the aspirations and priorities which have general societal approval. Educational change in the formal system of schooling and teacher education must therefore take particular cognizance of the special problems and resources characteristic of a given social context and its level of development.

The unique character of each social or national setting should not blind the teacher education community to the insistent reality of the growing unity of mankind and the emergence of a global society. Barbara Ward comments in *Spaceship Earth* that:

> In short, we have become a single human community. Most of the energies of our society tend towards unity – the energy of science and technological change, the energy of curiosity and research, of self-interest and economics, the energy – in many ways the most violent of them all – the energy of potential aggression and destruction. We have become neighbors in terms of inescapable physical proximity and instant communication. We are neighbors in facets of our industrialization and in the pattern of our urbanization. Above all, we are neighbors in the risk of total destruction.

While this growing unity poses serious problems in the political realm, it also presents teacher education with serious and far-reaching challenges. Teacher educators must of necessity align themselves with the forces of change underlying this quantum leap into the future. They must undertake the task of understanding these forces and anticipate, in curricular, experiential, and organizational terms, the global implications for change. The widespread diffusion of innovative ideas, concepts, and practices across national boundaries and sectional interests and the marshaling of intellectual resources from a wide variety of cultural contexts to develop new solutions to persistent problems emerge as the most significant and urgent needs of the contemporary world.

This brief review of the problems and potential for teacher education provides basic premises for the future activities of ICET:

1. Effective response to global problems demands a reappraisal of teacher education and intensified efforts to improve the quality of the career teacher.

2. Solutions to specific educational problems must be found within the context of particular societal conditions.

3. An emerging global society adds a new dimension that presents new challenges to teacher education and calls for renewed efforts to foster research, intercommunication, and cooperative endeavor among all those engaged in the total process of preservice and in-service teacher preparation.

Based on these premises, ICET plans to focus its efforts in several broadly defined areas subject to constant review and reappraisal by its members and officers and the changing patterns of educational endeavor in a rapidly changing world.

Planned activities of the Council include:

1. The development of a world directory of teacher education institutions and specialists in teacher education and institution building.

2. The exchange of information regarding innovative practices and accomplishments in teacher education among the countries of the world. Such a publication would depend on ICET correspondents, international agencies, and international and national journals for information. The purpose would be to provide both "developing" and "developed" countries with sources of information that might be applicable to their national programs. Such a service would also provide a channel for teacher educators to indicate the basic problems confronting national teacher education organizations and institutions. ICET wishes to develop a process that would permit a grass-roots approach to the building of international priorities in teacher

education and, secondly, that would provide a forum wherein the contributions of international agencies, such as UNESCO, and other teacher education bodies would be given worldwide attention.

3. The initiation of service programs in specific professional and academic studies for teacher education institutions and teacher organizations (in-service). These programs may take the form of intensive, short-term institutes by leading international educators to support the long-term activities of resident specialists or long-term contracts to initiate change at the institutional level for a particular country or region. ICET would undertake to coordinate such a program, select appropriate specialists on an international basis, provide field supervision and evaluation of projects undertaken, and maintain continuous liaison with the country to sustain the changes undertaken.

4. Conduct studies, surveys, and research programs to identify pertinent solutions for improving teacher education and develop *realistic* priorities for the input of assistance and the promotion of international cooperation. Research and surveys regarding specific aspects of teacher education such as those listed in the report of the UNESCO Expert Committee on Teacher Education will also be undertaken as requests and funding are received.

5. The problems of administrative leadership and the development of evaluative criteria and standards for teacher education are particularly significant. Expanding enrollments, the demand for better and more teachers, the need to infuse contemporary practices in teacher education with modern and innovative programs, and, finally, the growing responsibility of the teaching profession to bridge the gap between social aspirations and current social conditions call for considerable organizational and managerial skill — for administrators who are aware of contemporary conditions and acquainted with newer practices and who possess the ability to organize the school situation in the direction of change. A program of administrative internships and clinics for administrators in the field might be employed to improve administrative skills in the field of teacher education.

Further, the growth in the number of teacher education institutions and the proliferation of programs and levels of training institutions (i.e., secondary, post-secondary, university) have created major problems for educational planners in improving and assessing the quality of individual institutions. The process of developing evaluative criteria or the method of developing desirable standards, from a qualitative point of view, for the particular needs of a country is another area of expertise which ICET will develop for its membership.

6. ICET plans to become a channel for the development of international understanding among teacher educators. This will be accomplished through regional and world conferences focusing on specific problems of teacher education. Such conferences will focus on the development of priorities for teacher education, discussions of innovative practices to respond to urgent social needs, and promotion of international cooperation on specific projects.

The Council's measure of success in achieving these objectives will be directly related to the degree of involvement and participation by its members. Reaction from members is encouraged concerning ICET's objectives or the means by which they are achieved. The time for action is NOW!

Persistence and Change: The Evolution of Teacher Education in Contemporary Ireland

MICHAEL JORDAN
Head, Education Department, St. Patrick's College
Dublin, Ireland

The concept of education as a human right is of particular interest to a small nation such as Ireland, whose people suffered from the denial of such rights until quite recently in history. We have felt the effects of such a denial "in our four bones," as an Irish saying has it, in economic backwardness, in personal degradation and the general sense of inferiority that springs from such a lack. Our long and unrelenting struggle against foreign domination represents, in a very real sense, the unremitting effort of our people to regain once more these basic educational rights.

Driven by an unerring instinct to overcome the drawbacks of penal legislation which outlawed Irish schools and schoolmasters during the seventeenth and eighteenth centuries, the Irish developed an underground educational system of their own. This Hedge school system, as it was called, functioned on roadsides, in byways, cabins, and farmhouses. In these primitive circumstances traveling teachers kept alive the love of learning until the advent of more enlightened times. During our long struggle for independence it is not without significance that many of the leaders of our people were educationalists or teachers: from Thomas Davis, nineteenth-century patriot who gave us the slogan, "Educate that you may be free," to the 1916 leaders whose concern for education was enshrined in the Proclamation of the Republic, a clause of which proclaimed, "To cherish all children of the nation equally."

Educational Background in Ireland

It would be appropriate to sketch, in a few words, the general educational background of the Republic of Ireland. The structure of the educational system here owes much to history. It is not a neatly planned system in any sense, but grew and evolved according to the demands of situations and circumstances. It is, in general, a state-aided system. The state itself does not operate the schools but assists others to do so. At the same time the state insists on educational standards through a system of inspection and, at the post-primary level, by examinations. Education is compulsory for all children from six to fourteen years. This limit is to be extended to fifteen in 1970. In actual practice a large number of children go to school at four, and a very considerable percentage (over 36 percent in 1964 and much higher now) continue in school until they are sixteen. Parents are free to provide this compulsory education in their homes, in private schools, or in schools recognized by the state. The great majority of children, some 50,000, attend national schools (about 4,800), which are state-aided, clerical-managed, and provide free primary education.

Post-primary schools are of two main types:

1. Secondary schools (some 570) cater to about 90,000 pupils. These are private institutions. Until 1967 they were fee-paying, but by recent legis-

lation free post-primary education has been made available to all, and special grants have been given to schools to enable them to cope with the new circumstances. The great majority of schools have opted to come in under the new scheme. The secondary schools are owned and maintained by religious orders, boards of governors, and others. They correspond to the grammar schools of Britain and give an education mainly of an academic type, although they are now being encouraged to become more comprehensive in their curriculum.

2. Vocational schools form another type of post-primary school. These schools offer a blend of general subjects together with subjects of a practical, semi-practical, or scientific nature. They are state-aided and managed by committees selected from local rating authorities and the public. They cater to almost 58,000 day pupils and some 43,000 evening students. They are probably more sensitive to local trends and demands than either of the other systems.

The entire school system in Ireland is now undergoing a rapid overhaul with a view to opening up fuller educational opportunities to our children. In 1961 the Minister of Education invited the cooperation of the Organization for Economic Cooperation and Development in conducting an examination of the system. The resultant study, "Investment in Education," which has been the model followed by a number of European countries, highlighted a number of major faults in our system. These included small national schools, lack of participation in most primary education on the part of children in some socioeconomic groups, as well as lack of participation in third-level education by those in lower income groups.

Much educational planning and action has been accomplished and is proceeding to overcome these faults along the lines recommended by the report. Some 350 small national schools have been amalgamated; a scheme of free post-primary education, free books, and nationwide transportation has opened up educational opportunities to pupils everywhere; and a new university grants system, whose aim is the opening of higher educational opportunities to all children of Ireland, has been initiated in the present year.

The development of individual pupil talent has been encouraged by a widening of the primary school curriculum, which is presently being planned, and by a similar broadening of post-primary curricula along comprehensive lines. It is hoped that by 1975 some 75,000 additional pupils will be attending post-primary schools and that by the turn of the century most Irish children will have full-time education up to eighteen years of age.

Teacher Training in Ireland

Teacher training in Ireland, like the school system, presents a varied picture. The existing picture is changing rapidly, and the arrangements fall into three categories:

1. Teachers for national schools are educated in six state-aided, privately managed training colleges, four of which are in Dublin. Each college is a separate residential institution.

2. Secondary teachers are drawn for the most part from university graduates who have taken a primary degree and also hold a Higher Diploma in Education from one of the five university institutions.

3. Vocational teachers are trained through various courses organized by the Department of Education. Some vocational teachers, mainly university graduates, do not receive any formal training. In general, the traditional teacher training situation in Ireland has been one of mutually exclusive groups. Recent Department policy, however, is urging a rationalization and integration of the whole teacher training system, in line with an integration of the school system. Such a move would be a most welcome and far-reaching development.

National Teacher Training Colleges

Of the three teacher training systems, that for the training of national teachers approximates most closely teacher training institutions in other countries; therefore the balance of my comments on students in teacher education will be based on these.

Conditions of entry to the six training colleges include (a) an Honors Leaving Certificate (also a secondary school qualification), (b) an interview and oral tests in Irish and English, with singing for girls, and (c) an age limit of seventeen to twenty-one years, with an extension to twenty-eight years for university graduates. The course is two years but will be extended to three years in 1969. It balances professional and academic subjects along the following lines:

1. Professional subjects occupy about fifty percent of college time — education, educational psychology, teaching methods, history of education. In addition, certain special subjects are studied by all students — religion, arts and crafts, vocal music, physical education, science, hygiene.
2. The academic courses include English, Irish, and a third subject chosen from history, geography, mathematics, Latin, French, philosophy.
3. Students who wish to obtain a university degree select a fourth academic subject.

Let us now consider how heavily the demands of institutions and the government weigh on teacher training in Ireland. A major purpose of any educational system is to transmit to succeeding generations of children the common culture of the society: the social habits, customs, and national attitudes on which the health and cohesion of the society depend; its religion, morality, and ethics, which determine the essential quality of the society as well as the people who constitute it. One of our peculiar problems (and one of our assets) arises from the fact that the cultural elements of Irish society are very varied and, being a history-loving people, we are loathe to discard any of them. We have a particularly rich and diverse cultural inheritance. The peculiar cultural frictions of our society may go far to account for the Shaws, Joyces, Yeats, Behans, and Becketts that we give to the field of literature from time to time with a fecundity quite unusual in such a small country. Among our main cultural traditions are the following:

1. The Christian tradition — one of the oldest and most powerful, and a source of strength throughout our turbulent history.
2. The tradition of the rural peasant — no doubt accounting in large measure for our conservatism in some areas and a feeling that quite often "the old ways are best."
3. The Irish language movement, which inspired many of our writers and patriots.

4. The republican tradition, which derives from the French Revolution period and is still a cause of concern to our friends in Northern Ireland.

5. In our more recent history we owe much to three other streams: the Protestant Anglo-Irish tradition, which contributed so much to literature and to building and public planning; the English liberal tradition, with its emphasis on charity and tolerance; and finally the Socialist tradition, which is associated with James Connolly, one of the 1916 leaders, and which has a strong appeal to many young Irishmen today.

I refer in particular to three of these traditions which result in demands being made on training college studies. In the Christian ethic, with its emphasis on uniqueness of the human person, we find much to reinforce the ideal of education as a basic human right. We hold with the ancient Greeks that education is largely a training in values and that its ultimate purpose is a spiritual one. If society loses sight of this purpose, then it is threatened with its own ultimate destruction at the family, national, and international levels. Religion and philosophy, therefore, form an essential part of our teacher training curriculum and will probably continue to do so, even in a reconstituted course.

As regards language, we are a bilingual nation (though this may not be very obvious in Dublin). The Irish language has long been accepted by the state as a repository of much of our national culture, and therefore Irish as well as English forms a basic part of the curriculum in all our schools and training colleges. This anxiety of ours for the preservation of the Irish language has often been a puzzle to strangers, who feel that a pupil's time would be better spent learning more practical things. There is, of course, something in this point of view, and it is probably true that too much school time is devoted to studying Irish. Nevertheless, we feel that a variety of languages and cultures adds to the richness of human life, and that if a language, no matter how small, disappears, it is a loss to human culture, just as the disappearance of a plant or animal species is a loss to human science. We find considerable support for this point of view from no less an author than T. S. Eliot. In *Notes Toward the Definition of Culture,* he says:

> It would be no gain whatever for English culture, for the Welsh, Scots, and Irish to become indistinguishable from Englishmen – what would happen, of course, is that we should all become indistinguishable/featureless Britons, at a lower level of culture than that of any of the separate regions. On the contrary, it is of great advantage for culture to be constantly influenced from Scotland, Ireland, and Wales ...
>
> It is an essential part of my case that if the cultures of the British Isles were superseded by English culture, English culture would disappear too ... It is probable, I think, that complete uniformity of culture throughout these islands would bring about a lower grade of culture altogether.

To satisfy the demands of schools and language groups, all students take a literature course in Irish, have graded practice in our language laboratory, and also cooperate with the Language Institute in Gormanston in applying linguistic studies to the teaching of Irish in our schools.

We are under pressure from Irish language groups to go much further than this and to make the college a completely Irish-speaking college. This view is disputed by many in our college on the grounds that it would interfere with the right of our students, who are mainly from English-speaking

areas, to have the main body of their instruction in a language they can follow with ease.

The rural tradition has a particular significance in that over eighty percent of our schools are small rural schools, and indeed the great majority of our students are from rural areas. In these areas schools frequently fulfill an important social function, and teachers are expected to have a sympathy for and an understanding of rural life and to take an active part in the local community. In addition, in the Republic of Ireland, we have virtually no natural resources apart from the land and the talents of our people. The various farming organizations, therefore, have long demanded that from the point of view of the national economy an interest in agriculture should be inculcated by teachers in primary schools. Our colleges try to cater to these demands by including rural science in general courses and by giving students experience in public speaking and organizing by means of seminars, discussions, and projects of various types. Nevertheless, there are many complaints from rural organizations that rural studies are being neglected in our schools and that the school programs are geared far too much toward town life and white-collar jobs.

Apart from general cultural demands, the peculiar structure of our national school system itself puts its own particular demands on college courses. Two factors contribute to this. First is the age range. The national school course covers pupils ranging from age four to fourteen. There is no provision for specialist teaching in the system. The reasons for this are obscure. Whether it is economy or a belief that one teacher is best in charge of a class — a father or mother figure brooking no competition from rivals — is hard to say. The results, however, are clear enough. All teachers are expected to be competent in a wide range of subjects from the three R's, history, and geography to arts and crafts, physical education, religion, and nature study.

To add to the complexity, about eighty percent of our schools are small ones, two- and three-teacher schools, where a teacher has to instruct from two to six or more classes at a time. This has advantages, no doubt, from the "family-grouping" point of view, but it is very demanding on a teacher's energies and resources. One effect of this situation in training courses is that colleges are expected to give all students a competence in teaching every single subject in the primary school curriculum. Consequently the study load is considerable, and there is little room for specialization in our system at present. As regards teaching practice, we give the student experience in a variety of classes in city schools. In addition, each student has three weeks practice per year in his home area. This provides the great majority of our students with experience in both city and rural schools.

The universities also have demands which affect the balance of studies in no small way. Irish primary teachers have long pressed for the right to a university degree as part of their basic training. Up to the present, however, the only link between training colleges and the universities has been the recognition of the final training college examination as the equivalent of the first-year university examination. For this privilege, however, students must present four academic subjects at this examination — Irish, English, and two others. Needless to say, this constitutes a heavy load for those students who opt for such a course. However, considerable changes are pending, and

a training course leading to a university degree is being planned for the very near future.

There is fairly general agreement that our training colleges up to now have had far too many demands upon them for a course of a mere two-year duration. It is obvious that in the emerging picture a higher degree of professionalism and a higher quality of education generally will be demanded of our teachers. The Department of Education, therefore, has proposed that in 1969 a three-year course be introduced leading to a university degree and that the colleges be affiliated to the university in some way.

At St. Patrick's College, at any rate, we feel this is not enough. We envisage a course extending over four years, leading both to a degree and a teacher qualificaton, with both courses running concurrently. The college would be affiliated with one of the two colleges of the proposed new Dublin University, each department here being associated with the corresponding department in the sponsoring college. There would probably still be a demand for nongraduate courses for some primary teachers, and we would recommend offering such courses leading to a teacher's certificate at the end of a three-year period.

The college, in cooperation with existing university education departments, would also be willing to provide graduate courses in teacher education for post-primary teachers and to offer facilities for post-graduate research in education. The heavy compulsory study load of current courses would naturally be greatly reduced, and the student would have more time for personal study and reflection and the choice of a far wider range of elective subjects than at present.

Coming Changes

The key purpose of the new changes in Irish education is to release and develop the human talent of our people, the nation's main natural resource. We must strive, the Minister of Education stated recently, to achieve "the concept of a broad education leading to the formation of a complete man or woman." We must consider not stereotyped programs but rather "the gearing of the activities of the school to the pupil's requirements and attuning them to his attitudes and interests. The pupil himself, not the class nor the programs, must be the mainspring and center of educational practice." This concept is a new and radical one in official circles in Ireland. Education, henceforth, is to be, not curriculum-centered, but child-centered.

Needless to say, these ideals will make a tremendous change in our training colleges' courses. No doubt we must hold on to the best of the past, but many of the old demands must go; there will be new and welcome demands in their place. There will be greater initiative demanded of our teachers in the future. Theirs will be the responsibility for deciding what is best for the pupils under their care. It follows that we will need teachers who are receptive to new ideas and who have the power to organize and apply them. Our training colleges must develop in their students a capacity to think clearly, creatively, and critically, rather than foster the mere facility for remembering mechanically and applying rules of thumb. All this will involve greater attention to the education of the student as a person and the slower maturing that will come with a longer, more leisurely course.

On the Department's side there must be an act of faith, a greater trust and confidence in its own teachers and a willingness to allow them more freedom and initiative in all areas, from the framing of class curricula to participation in school management and regional planning. This should lead to an enrichment of educational activities everywhere and a fuller involvement in and dedication to their profession among teachers generally.

In a way there is nothing radically new in these concepts for us in Ireland. Patrick Pearse, a teacher and one of the executed leaders of the 1916 rebellion, said much the same thing:

> In particular I would urge that the Irish school system of the future should give freedom — freedom to the individual school, freedom to the individual teacher, freedom, as far as may be, to the individual pupil. Without freedom there can be no proper growth and education is properly the fostering of the right growth of a personality. I would transfer the center of gravity of the system from the education office to the teachers; the teachers, in fact, would be the system. Teachers and not clerks, would henceforth conduct the education of the country.

We are a people who value the past. Perhaps, in all the coming changes, our past is merely catching up with us.

The Personal Development of the Prospective Teacher

J. D. BROWNE
Principal, Coventry College of Education, England

The theme of the WCOTP Conference is "Education and Human Rights." The personal development of prospective teachers is closely related to this theme not only because students are demanding a relevant education in every professional field, but also because the most important profession for the future of human rights is teacher education. Education and human rights are particularly important today because of the extremely fluid and changing situation in the schools throughout the world. The changes occurring may vary locally, but there are some common factors. This paper will discuss the changes in the role of the teacher in today's society and will consider whether these changes make a difference in the personal education of students.

The teacher, particularly the teacher in the primary school, has been considered the purveyor of the basic tools of learning. In practically every country in the world, the teacher is asked to transmit the traditions and basic concerns of that society and its fundamental values. Sociological research and personal observation have shown that the teacher has been isolated from other organizations and persons in the community. In a great part of the world, the tools of the teacher's trade have been very simple. He has had to rely on his own person, his own voice, the chalk, and the blackboard. Dramatic changes in both theory and practice are occurring, however, which affect the modern conception of teaching as a profession. No longer is the teacher envisioned as a lecturer before a large classroom, but as a counselor concerned with individual progress, a planner of individualized programs, an organizer of small-group activities. The emphasis has shifted from mass instruction to individual planning. When mass instruction does occur, emphasis is on subsequent individual study. The teacher is expected not only to guide the student through his studies, but also to assist him in a personal orientation which may enable him to determine his place in the very complex community of the modern world. This additional role is forcing the teacher out of isolation into cooperation with the community — parents, administrators, welfare workers, and counselors. The tools of the teacher's trade are no longer simple; they are extremely complex.

Despite these changes, certain common elements persist in the education of teachers, with variations caused by local conditions. First, prospective teachers attempt to acquire a knowledge of the curriculum taught in the schools. In those countries in which no single, common curriculum for all schools exists, this is an extremely difficult task. However, this can be excellent preparation for the changing nature of education. Whether or not there are exact curricula or particular theories of curriculum construction, teacher education must concern itself with the student-teacher's knowledge of the materials he may have to teach.

Closely allied to a knowledge of curriculum and particularly important in the modern world is a knowledge of techniques of communication and

presentation. Most schemes of teacher education have a portion devoted to actual practice in the art of teaching, although its placement and importance vary from country to country. The third element which should be common to all teacher education is instruction in the understanding of the child and the society in which he lives. This instruction may range from very informal discussions to formal studies in psychology, sociology, and the philosophy of education. Today, teacher education must consider closely the individual growth of the student and his relation to the society to which he belongs. Thus, the child's development, physical, emotional, and intellectual, should be the central point of the future teacher's study. The teacher should see a child not in isolation but against the background of a changing world. In so doing, the prospective teacher obtains a very fundamental part of his own education. As a student approaching maturity, he is particularly concerned with the role he will play in society. As teacher educators, we can perhaps foster a more objective attitude toward individual education in our students by demonstrating the values and responsibilities which should be considered in relation to the institution and the society as a whole.

In England, academic studies traditionally have been conceived of as the sole avenue by which personal development of students could be achieved. Increased investigation into the learning process has indicated that scholarly competence alone is an inadequate base to enable the teacher to respond effectively in the modern classroom. Social needs, for example, are changing and throughout the world school curriculum is in the throes of development. These needs and a growing knowledge of learning have altered the materials presented and the methods by which they are taught. Further, society as a whole is becoming involved in the development of the school curriculum. It is no longer the sole responsibility of the education profession. This trend is exemplified in the pilot projects sponsored by large education foundations throughout the world, which recruit scholars of some eminence to study the curriculum and to produce, with all the media and resources at their disposal, the best method for the teaching of basic subjects from early childhood to the university.

This situation calls for a training process based on a high degree of student involvement in order to understand the changing nature of society and the school and its relationship to his future role in the classroom. The "curriculum" of teacher training, therefore, must be broadly conceived, so that academic achievement, social understanding, competence in the use of new materials and methods, and awareness of the learning process are blended into a harmonious whole in the teacher's personality.

Never before has such a vast array of brains, materials, and financial resources been placed at the disposal of the schools. And yet there is often a gap between these grandiose schemes, the knowledge and materials they produce, and the schools themselves; between individual student-teachers as they are being educated in a teachers college and what is being developed for their future pupils. The student and the teacher should feel less isolated as the involvement of the world community in education and the resources it has provided increase. However, if steps are not taken, the ordinary teacher in the classroom may become the passive recipient of kits and packets from outside, a machine mender. We have no objection to machines, but it is very important that we use them and are not used by them. The involvement of the learned world in devising the curriculum does make

the teacher less isolated, but it must add to and not detract from his roll in curriculum building and the entire teaching act broadly conceived.

Education in England has come a long way when it is assumed that the best way to educate the student personally is to provide him with an opportunity to pursue independent studies which are not rigidly related to traditional courses, including those in teacher training. It is important for students to understand the nature of a discipline, its mode of thought, the sources of a particular field of knowledge, and the nature of creative work and the relationship of human knowledge to the process of individual development. Personal education does not come through the sum of a great many parts which have nothing to do with each other. It is most effective when the student is most involved, when he links theory with practice and is able to see results. This is a tall order for a student of eighteen or twenty, but if one sows a seed that germinates, it may affect one's thinking for life.

An interesting topic for international discussion would be the importance to the prospective teacher of a thorough knowledge of those subject matters particularly related to the field of teacher education. On the one hand, there is the argument that personal education is achieved most certainly and most effectively with materials related to the roll the student will play in the future. On the other hand, one can argue that personal transformation can be achieved only when one withdraws from a vocational concentration.

Finally, there is a tendency in many countries for teacher education to be isolated from the education of other students. This pattern is inconsistent with the changing role of the teacher and his need to work more closely with other workers. In some countries all students are educated together, and prospective teachers do not make their selection of a career until midstream in their formal education. This immersion of the prospective teacher in the world of intellectual development with contacts among persons of all discipline interests may be the pattern of the future in teacher education.

Education and Teacher Education in Australia *

S. P. Lewis
New South Wales Teachers' Federation, Sydney, Australia

Each year at the annual conferences of the New South Wales Teachers' Federation and the Australian Teachers' Federation the question of teacher training has been discussed. A result of these discussions was the publication of a pamphlet which sums up the Australian view on the question of the academic and professional training of teachers.

Australia, like every other country in the world, is being affected by technological and social changes, and the schools are making an attempt to face these changes. The most dramatic developments have been in the field of secondary education where, as in so many other places, Australia has converted from education for selected students to the concept of universal secondary education. Although this does not apply completely to every state, it does apply to a greater or lesser extent to each state. This transition to the nonselective, comprehensive, coeducational schools to provide a broad, general education for all pupils is in process in my state, New South Wales.

Comprehensive secondary education was discussed in Australia as far back as 1944 when the New South Wales Teachers' Federation put forward a plan for making the transition. An official committee was set up to study the possibilities for a change and submitted a report in 1957 which called for a comprehensive secondary system of education in New South Wales. Political conflicts within the state governments delayed the legislation necessary for this educational reform until the Minister of Education pushed the legislation into being at the end of 1961, with reforms to be introduced at the beginning of 1962. This overnight introduction took place despite the assurances of the Director-General of Education that the system would not be introduced without at least a year to eighteen months' preparatory time. The political maneuvers brought about a revolution in secondary education overnight. The system initiated a core curriculum for the lower secondary student and elective courses for all students.

The most urgent problem brought about by the new system of education was the training of teachers. In Australia, the goal is that all teachers have four years of training. In the high schools today, where it is most urgent that teachers have this maximum training, less than half of our teachers have had four years of training. At present, a four-year course means a university degree plus a year of professional training. We have called for a minimum period of four years for all teachers within the foreseeable future and the immediate introduction of a three-year period of training.

Another major problem in New South Wales is an insufficient number of teachers, and the teacher supply situation is far worse in other states. In New South Wales, more than half of our classes have more than thirty-five pupils, and the situation is worse in the secondary schools than in the primary schools. This difference has obviously been caused by the dramatic changeover in secondary education.

There have also been changes in primary education, some of these due to the demands being made on the primary school by the new secondary

* A revised version of an informal report addressed to ICET delegates at the Dublin World Assembly.

system. For example, there have been developments in the teaching of English, in the techniques of mathematics, and even in the teaching of mathematics in the infant schools. The orientation in the primary schools toward a community approach developed much earlier than in the high schools. The Australian high schools have been oriented toward the more traditional form of education. Until a short time ago, Latin was one of the major subjects taught. Now French and German are the major foreign languages studied (although to a lesser extent). Although the Indonesians are our next door neighbors, there is little Indonesian taught and little more Japanese. However, there are high schools and primary schools which have been training children in a community and international outlook for a number of years. The approach has resulted in a more flexible curriculum and an emphasis on the social values which has not been prevalent in the past. This system also requires different types of buildings, more equipment, and another approach to teacher training. A federal committee chaired by Sir Leslie Martin issued a report which proposed a minimum teacher training period of three years. All the states of Australia except New South Wales will require this three-year minimum of training by 1971.

The teaching profession is not making use of all the successful students who complete their secondary education. Numbers of students with good examination results were rejected for the teacher training course. However, a vigorous campaign conducted in our state at the end of 1967 and the beginning of 1968 convinced the Minister of Education to appoint hundreds of additional students to the teacher training programs.

The isolation of the teacher from the community is a reality throughout the world, to a greater or lesser extent as determined by local conditions. The New South Wales Teachers' Federation is not thought of as isolated, but the school is isolated from the community to a considerable extent. Of course, Australia itself is an isolated country. Australians themselves do not realize the extent of it until they leave the country. The news in England about Australia has consisted largely of information about the visits of certain tennis stars and the cricket team and the suicide of a leading British comedian in Australia. This geographical isolation is inclined to affect education. Therefore we need greater contact with teachers in other countries all the more.

A final factor to consider in discussing the need for change in the education of teachers is the criticism of today's youth. Many of the students in teacher training programs are quite critical of their lecturers and their principals. They may be less explosive or expansive than students from other countries, but they are asking for a voice in the determination of the curriculum of the teachers colleges.

It is quite obvious that in Australia we not only need to lengthen the period of teacher training but we also need more teachers. Further, the content of teacher training must be altered to meet the new requirements of the comprehensive system with its new curriculum. The form of teacher training based on a university degree plus a professional year is inadequate to meet the demands of a comprehensive system of education.

This view of the urgent needs of teacher education in Australia reflects my own experience as a teacher in the secondary, primary, and infant schools in this country and as an executive member of an organization which is vitally concerned with teacher education.

News and Notes

Opening new avenues for international communication, collaboration, research, and study in teacher education is the central objective of the International Council on Education for Teaching. The Council officers and secretariat have undertaken a worldwide campaign to establish a communications network among teacher educators leading to the development of a world directory of teacher education institutions, a newsletter focusing on innovative developments in teacher preparation, as well as regional and international conferences to discuss and disseminate new practices and concepts.

The exchange of information among the world's teacher educators regarding innovative practices and new developments stands at the forefront of ICET's future tasks. Members are encouraged to inform the executive director of meetings, new programs, significant curricular and text materials, and related activities which might be of interest to other ICET members. If sufficient interest is exhibited in this intercommunication activity, special publications may be developed as a means of disseminating new concepts and ideas to all members. Recent and current activities of the Council include the following.

Dublin World Assembly

The 1968 ICET World Assembly met at St. Patrick's College, Dublin, Ireland, from July 21 to July 23. Highlights of the meeting:

— The major theme stressed the structure and content of teacher education from three perspectives: the personal development of the teacher; the evaluation of new forms of teacher preparation; and the role of contemporary teacher education and the teaching of human rights.

— Reports of educational developments in Africa, Asia, Europe, and North America.

— ICET constitutional changes (see pages 34-35) authorizing the creation of a permanent secretariat. The development of a secretariat was made possible by contributions from the American Association of Colleges for Teacher Education.

— Election of new officers and the appointment of Frank H. Klassen as executive director. All officers are elected for two-year terms, with reelection possible.

— Report to WCOTP Plenary Session on the Teaching of Human Rights by Frank Klassen. Aubrey Phillips (ICET executive committee), University of the West Indies, and Dr. Klassen wrote the original study as members of an advisory committee to WCOTP, published in *Panorama,* Vol. 9, No. 4, 1967.

— This issue of the ICET journal includes the major addresses at the Dublin meeting as well as a report on the WCOTP deliberations regarding Education and Human Rights and an interim report on the Caribbean career development study.

Abidjan, Ivory Coast

The 1969 World Assembly will meet in West Africa. Preparations are underway in Abidjan to host interested teacher educators and teachers. Dates for the meeting are July 29 through August 1.

The theme will emphasize Priorities for Teacher Education and International Cooperation. Several countries are organizing educational study tours to capitalize on lower group fares. The AACTE tour will bring approximately thirty-five university educators to Abidjan. Further details regarding the program and speakers will be published soon. All ICET members are requested to inform the executive director if they are planning to attend, so that adequate accomodations and facilities can be planned.

Workshop on Curricular Innovations

Recent discussions at the Canadian Association of Deans of Education meeting in Ottawa have led to a joint Canadian–United States conference on curricular innovation to be held at the University of Manitoba, May 5–7, 1969. Fifty selected teacher educators from Canada and the northern United States will participate in an intensive three-day learning experience involving selected approaches to the analysis of teacher behavior, selected teacher education techniques, and the use of newer media in instruction. The program is designed to demonstrate the integrated use of media in instruction as it pertains to new approaches to undergraduate teacher education — interaction analysis, nonverbal behavior, micro-teaching, and simulation techniques. Director of the workshop will be Walter J. Mars of the AACTE who designed the program under a contract with the U.S. Office of Education.

Research Projects

In December 1968, the president and the executive director discussed ICET plans and activities with UNESCO officials in Paris. UNESCO has awarded a contract to ICET to initiate a study of priorities for the preparation of secondary school teachers in selected African countries. A noted African educator is to be appointed to survey current practices and outline current and future priorities in this field. A draft report of this study will be presented for discussion at the World Assembly in the Ivory Coast in July 1969. The final report will be ready in December 1969.

Mavis Burke, lecturer in the Department of Education, University of the West Indies, Jamaica, was awarded an ICET grant to undertake a study of the career development of education graduates from U.W.I. This study is the first of a series of ICET studies designed to investigate the impact of teacher education programs in the professional life of graduates of these programs. Miss Burke's interim report is presented on pages 30-33.

Robert Stevenson presents a review in this publication of the findings of the ICET survey of teacher education institutions undertaken during the past several years. The study was undertaken originally to assess the feasibility of developing a world directory of teacher education institutions. Dr. Stevenson's analysis presents several significant problems facing such a venture as well as the benefits to be gained from providing an accurate picture of the world's educational resources devoted to teacher preparation.

ICET President Featured Speaker

David Johnston of the University of London and president of ICET will be a featured speaker at the AACTE annual convention, February 26–March 1, 1969, in Chicago, Ill. The new social orientation for teacher education

related to man's global environment will be highlighted. Aubrey Phillips, of the University of the West Indies and ICET executive committee member, will also speak on curriculum materials development with specific emphasis on the Caribbean at the Open Meeting of the AACTE Committee on International Relations on Friday afternoon, February 28.

Regional Conferences

As a channel for the development of international communication and cooperation among teacher educators, ICET plans to conduct a continuing series of regional conferences. In conjunction with a curriculum development project on Southeast Asia being held in Malaysia in August and September of 1969, ICET will sponsor a regional conference in Malaysia or Thailand. Plans are also in process for a regional conference in Frankfurt, Germany, to be held in 1970 for all of Europe. Cooperating with ICET on the conference is H. M. Elzer, recently appointed chairman of the Konferenz der Pädagogischen Hochschulen in Germany.

Staff Appointment

Judith Morris has been appointed administrative assistant to the ICET secretariat. Miss Morris held a similar post in the international programs division of AACTE. She brings to the position considerable experience in international relations and most recently, in July–August 1967, served as program assistant to a curriculum study team in East Africa. Miss Morris replaces Margaret Hampton as administrative assistant.

Education and Human Rights: A Report of the WCOTP Conference

MARGARET HAMPTON
Administrative Assistant, ICET

Approximately 600 delegates from seventy countries and five continents attended the World Confederation of Organizations of the Teaching Profession in Dublin, Ireland, from July 23-30, 1968. The theme, "Education and Human Rights," helped mark the twentieth anniversary of the United Nations Universal Declaration of Human Rights.

Sir Ronald Gould, president of WCOTP, stated that "education today is playing a major role in the development of nations. Many countries have taken strong initiatives in the formation of viable educational systems with the help of the United Nations agencies, international organizations, and aid from developed countries." Much of the work being done is a product of the Declaration of Human Rights adopted by the United Nations General Assembly twenty years ago.

Although a great deal has been done to achieve the objectives of the Declaration, L. H. Horace-Perera of the World Federation of the United Nations Associations pointed out that there is not a single country in the world today where all the articles of the Declaration are being carried out. In Africa, for example, the enrollment of elementary age children varies from twenty percent to sixty percent, and in Asia less than fifty percent of the elementary age children are enrolled in classes. After twenty years the Declaration of Human Rights still remains an ideal, and its future implementation is a task of great magnitude.

What Are Human Rights?

Human rights, in essence, are the codification of ideals of social behavior and opportunity which apply without qualification to all mankind. Furthermore, they represent ideals whose attainment demands effort on the part of society, effort directed toward changing and modifying the status quo. Educationally the effort to incorporate human rights into the fabric of society demands at least two attitudes: the willingness to strive for equality of educational opportunity for all and the desire to include the teaching of basic human rights in the school curriculum in a structured manner.

Educators from all parts of the world have expressed the belief that education is a human right and that all children should be given equal opportunity through education. The basic elements of individual dignity, rule of law, economic security, world peace, and the rights inherent therein can be achieved only when based on a sound educational foundation. Basic human rights may be recognized by a society, but without a strong educational system neither an individual nor a society can enjoy those rights. The enjoyment of rights further requires that there be a link between education and other societal activities in the fields of literature, science, industry, and agriculture.

In accordance with these ideals, the WCOTP Conference examined the topic "Education and Human Rights" from two perspectives – the teaching

of human rights and education as a human right. The delegates discussed these themes and their relation to society, the school, the student, and the teacher.

Society

The intellectual, economic, political, and moral forces and processes of any society are invariably reflected in its formal and informal educational provisions. Education serves society by strengthening and perpetuating these forces and processes, thus insuring the continuity of a given social order. On the other hand, education is also a motivator of change. It spurs the individual and society to action — action which involves the ability to select, determine, and prefer certain methods in the light of their consequences as well as those objectives or aspirations that are not necessarily fully resident in contemporary social structures. Education thus contains the potential to serve the status quo and simultaneously create new values and new processes whereby older intellectual and cultural patterns are redirected and changed. Education can thus become a major weapon for the expansion of human rights throughout society by providing citizens with comprehensive educational opportunity and by teaching the components that comprise human rights. To accomplish this task requires a detailed examination of basic human rights and their possible extension throughout the world by teacher educators and the teaching professions.

School

It is evident then that the school is one of the potential instruments to be used by society in transmitting the spirit and substance of human rights. A close and continuous interaction must exist between the school and society. The WCOTP Conference participants concluded that the school's role in the teaching of human rights must be more directive. Both ancient heritage and the new vistas and goals of today's society must be interwoven into the total educational structure. The teacher should provide the proper atmosphere for his students so that critical examination of the episodes of history, religion, or other subjects of the school curriculum can lead to a greater appreciation of rights and privileges in a particular society. Moreover, human rights as behavioral characteristics of men in relationship to each other should permeate the total educational environment.

Student

What then is the role of the student in the promotion of human rights? The student of today is representative of our changing society. He is restless and expresses a genuine concern for his human rights through a demand for student power. It was pointed out by the delegates that students today are able to see human rights in action, and much of the trouble on the campuses of the world today could be alleviated if the students were given an opportunity to participate in the decision-making processes of the universities, to voice their opinions through active student governments. This would provide for active participation and further opportunity for the exercise of human rights and responsibilities.

Teacher

The teacher acts, within the framework of the educational structure, as the transmitter of human rights. It is the responsibility of the teacher to

provide knowledge about, develop an appreciation for, and encourage the application of human rights to daily life. This was emphasized in a report prepared by Frank Klassen, executive director of ICET, and Aubrey Phillips of the University of the West Indies for the WCOTP Conference. They pointed out that the teaching of human rights should be woven into the whole structure of the educational system. Human rights should be portrayed as the foundation of behavior codes within the school. The teacher acts as the transmitter of knowledge and instructs the student in the rights of others and in the right of the individual within the structure of the school. These rights can be taught through recitation or dramatization to allow the students to become familiar with practices in other parts of the world. Dr. Klassen also pointed out that the pupil should be encouraged to work with other students in decision-making situations. They should be given the opportunity and the responsibility for contributing to their own program within the framework of the school.

Teacher Education

In accordance with these views, it was decided that emphasis should be placed on the role of the teacher and his preparation if the Declaration of Human Rights is to become a reality for all men. The delegates agreed that the impetus should be directed toward the improvement of teacher education programs in the field of curriculum development and class management skills which would lead to a greater awareness of human rights as a basic component of the world's educational systems. ICET agreed to provide continuing leadership and assistance to the world's teacher education community in its efforts to bring about the realization of human rights for all men.

World Directory of Teacher Education Institutions: A Feasibility Study

ROBERT J. STEVENSON
American Association of Colleges for Teacher Education

Background of the Study

The original purpose of the study was to test the feasibility of developing a directory of teacher education institutions throughout the world. In order to accomplish this task, an information retrieval instrument was developed and mailed to over 7,000 institutions. Outside the United States, 1,027 replies were eventually received from eighty countries.

Unforeseen difficulties arose during the course of the study which delayed the final report. No claim is made that the figures presented are completely up to date. In some instances they represent last year's situation. Nor is any claim made that the figures represent an overall picture. Some areas responded more completely than others.

This report is an attempt to illustrate some of the types of information which, if collected and reported annually, would be of immense help to teacher educators throughout the world. The project could be carried out with a reasonable expenditure of funds. The time element could be reduced by the refinement of the questionnaire so that computer technology could be utilized. The annual report could be developed in whatever way would be most helpful to the eventual consumer.

The Study

The statistical analysis shows that over one-third of a million students are preparing specifically to enter the teaching profession!

Over 40,000 faculty members are involved!

Nearly twice as many students are preparing for primary teaching as for secondary!

Women constitute approximately 65 percent of the entire group!

Maturity of Institution

The range of maturity was wide, but the great bulk of the institutions are less than twenty years old. It should be noted, however, that a select few listed their beginning dates in the 1700's, with one in 1635.

Controlling Authority

Five categories were listed – private, national, state or local, combination private-government, and other. It is evident that some respondents experienced difficulty in deciding between national and state or local government. To alleviate the confusion it was decided to combine these groups. The results indicate that by far the great majority of the institutions operate under some type of public control. Less than 20 percent indicated that they operated under private auspices.

Function

The respondents were asked if teacher preparation was the sole function of the institution. Although a number indicated that they also conducted

research, made studies, and prepared persons for allied fields, such as guidance and social work, it is clear that for most of the institutions the major (rather than sole) thrust is in the area of teacher education. More than 80 percent of the replies were tabulated in this category. No effort was made to tabulate the number of students by type of institution. This might well be a topic for a future study.

Entry and Preparation

These two areas were closely related and in fact sometimes misinterpreted by the respondents. One question dealt with the years of preparation required for entrance to a program of teacher education. The second dealt with the years required in such a program. An additional factor was introduced when many responses indicated that the years required for entrance varied according to the type of program for which the student enrolled or the type of license he desired. The only generalization that can be made is that the minimum amount of schooling required for entrance is six years. The maximum involved the time it takes to earn a university degree. The great majority required from ten to twelve years.

The length of program varied by field. The minimum length for primary teaching is one year, and the maximum is four. Most secondary programs require a minimum of two years and a maximum of four. An additional factor makes it difficult to make judgments in this area. Some institutions have only a one-year program but require a university degree for admission. Others require two or three years but will admit a student after eight years of school.

Probationary Period

Approximately 40 percent of the replies indicate that a probationary period exists for the beginning teacher. The range is from six months to three years, with the median being a twelve-month period. An interesting item is that a number of institutions reporting a probationary period indicated that this is a state regulation and has little to do with the institution's program.

Student Teaching

One of the two areas where there was obvious unanimity was student teaching. Approximately 96 percent of the institutions do provide such an experience for the students. The percentage of course time alloted for the experience varied, but an analysis shows that most prospective teachers spend about 16 percent of their professional course time in student teaching.

Professional Academic

The percentage of the program allotted to professional work and to academic work posed the usual problems. A limited few (approximately five percent) indicated that 100 percent of these programs was devoted to professional education. Further examination of these cases revealed that at some previous time the student had completed his academic requirements.

An additional five percent indicated that 75 to 90 percent of the work was professional and 10 to 25 percent was academic. With but a few exceptions these were programs which prepared primary teachers. A few cases of the reverse were also noted, 10 to 25 percent professional work and 75 to 90 percent academic. These cases were related to programs for the preparation

of secondary teachers. Approximately 90 percent of all replies reported that programs were either evenly weighted on a 50–50 basis or slightly off balance on a 60–40 basis. Of those reporting a 60–40 plan, about half favored the professional component while the other half favored the academic side.

A number of notes were included with the replies, indicating that the respondent had a difficult time making a judgment in this area. This is supported by the high number of replies around the middle brackets.

Full-Time Attendance

Full-time attendance was required by approximately 85 percent of the institutions.

Expenses

Costs of tuition and fees and room and board varied widely. No effort was made to average this figure as it achieves importance only when seen in the local economic setting. The maximum figure for annual tuition and fees was the equivalent of $1,100, and the maximum figure for room and board was equal to $1,200. A high percentage reported that each student preparing to teach was given a stipend to cover his basic costs for tuition, room and board. A significant number indicated that a sliding fee scale was used based on the student's family income.

More significant perhaps and certainly more revealing is the next question, "Do the fees and charges indicated tend to discourage able persons from entering the teaching profession?" Nine hundred and fifty-five replies, or 94 percent, indicated that fees and charges did *not* tend to discourage able persons from entering the teaching profession.

Student Work

Approximately 30 percent of the returns indicated that students work to earn expenses while in the course. Several notes attached to the report indicated that students worked during the holidays and vacation periods so that the number of students actually working while in school may be somewhat lower than indicated.

Scholarship Assistance

Information was requested regarding scholarship assistance. Many replies which indicated that a government stipend was given to students preparing to be teachers stated that no scholarship assistance was given. Some replies indicated that all of the students received scholarship assistance. If, for the purpose of this report, we can use the term *financial assistance,* it can be stated that over half of the students receive some kind of aid. In fact the use of a sliding fee scale could be interpreted as a type of aid.

Residential Facilities

Approximately 75 percent of the institutions have some type of residential facilities available for their students. About 40 percent of those with facilities can house 50 percent or more of the student body.

In-service Programs

For some unknown reason approximately 25 percent of the replies provided no answer to questions about in-service programs. Of those that did

reply regarding the existence of in-service programs, approximately 40 percent replied positively. If we assume that the unmarked replies had no programs, then the percentage of those that do is reduced to slightly less than 30 percent of the total group.

Salary Improvement

The last question asked if completion of in-service programs resulted in teachers being able to obtain better salaries or amenities. Again approximately 25 percent did not respond. Of those that did, many misinterpreted the question and assumed that it referred to the total program rather than just to in-service programs. The most appropriate statement that can be made is a quote from one of the replies received: "Completion of the course provides the opportunity to be considered for a salary increase but does not guarantee that an increase will take place."

Implications and Recommendations

The simple fact that such information could be compiled and reported proves the feasibility of the project. The information retrieval instrument should be refined and new techniques developed for analysis. Additional information might be requested. Once the project has been underway for a period of time, certain areas might be compared and forecasts could be developed.

A second implication is more nebulous and less easy to grasp. It concerns the people who filled out the questionnaires. Many asked to have a copy of the results. Many more took the time to add a note to try to explain their particular situation. In short, as this reader studied the replies he soon got the feeling that most of the respondents were both knowledgeable and highly interested in teacher education. And they want to know more. The potential of this group cannot be overestimated. Regional conferences might be developed to study and investigate patterns of curriculum organization. Exchange programs for both faculty and students might be organized. Possibilities for the improvement of international teacher education are limited only by our ability to provide dynamic, creative leadership in the field.

Replies Received

Cameroon	1
Chad	1
Congo (Brazz)	3
Ghana	41
Ivory Coast	3
Malawi	5
Rhodesia	6
Tanzania	3
Upper Volta	3
Zambia	1
	67
Antigua	1
Bahamas	2
Guyana	2
Jamaica	3
St. Lucia	1
Trinidad	2
	11
Belgium	36
Bulgaria	1
Czechoslovakia	3
Denmark	20
England	116
Finland	14
France	16
Germany	22
Greece	5
Hungary	6
Ireland	5
N. Ireland	4
Netherlands	69
Norway	20
Scotland	6
Spain	3
Switzerland	15
Yugoslavia	7
	368
Gaza	2
Iraq	4
Jordan	7
Lebanon	4
Morocco	6
Qatar	1
Saudi Arabia	9
Syria	2
Sudan	7
Tunisia	5
UAR	7
	54
Brazil	206
Canada	22
Colombia	31
Chile	4
Costa Rica	3
Dominican Republic	2
Ecuador	6
El Salvador	10
Guatemala	7
Honduras	7
Mexico	11
Nicaragua	2
Panama	3
Paraguay	3
Peru	1
Uruguay	1
Venezuela	1
	320
Australia	19
Brunei	1
Ceylon	3
China	5
Hong Kong	2
India	87
Indonesia	2
Japan	6
Korea	2
Laos	1
Malaysia	4
New Zealand	4
Pakistan	18
Philippines	37
Sabah	2
Singapore	2
Thailand	10
Viet Nam	1
	207

Table 1.—Faculty Analysis

Area	*Full-time faculty*	*Full-time with degree*	*Part-time*	*Part-time with degree*
1	2	3	4	5
Africa	874	353	48	28
Asia	7,540	5,876	1,857	1,142
Canada and South America	4,771	1,390	6,840	3,627
Caribbean	154	97	93	43
Near East	2,608	2,066	326	177
Europe	12,471	9,346	5,503	3,415
Totals	28,418	19,128	14,672	8,432

Table 2.—Student Analysis

Area	*Men*	*Women*	*Primary*	*Secondary*	*Vocational*
1	2	3	4	5	6
Africa	10,038	2,315	10,424	716	454
Asia	41,401	62,966	62,412	34,458	4,888
Canada and South America	28,238	61,453	47,878	39,710	7,121
Caribbean	417	1,237	1,209	380	65
Near East	11,401	3,271	10,241	652	51
Europe	57,187	81,455	87,505	34,758	17,635
Totals	148,682	212,697	219,759	110,674	30,214

Note: Total Students: 361,379. A difference of 732 students exists when the totals of cols. 2 and 3 are matched with the totals of cols. 4, 5, and 6. This reflects discrepancies in the replies.

Career Development of Education Graduates from the University of the West Indies: An Interim Report

MAVIS BURKE
The University of the West Indies, Jamaica

Background of the Problem

The University of the West Indies has for the past twenty-one years provided higher education for the area now known as the Commonwealth Caribbean. Its faculties served their apprenticeship with the University of London. In keeping with the interpretation of the needs of the area set out by the Irvine Committee, early attention was given to the education of teachers, which became the special responsibility of the University's Department of Education.

Initial emphasis was placed on professional training for university graduates destined for the secondary school system. Ad hoc courses at the secondary level were also offered in various subject fields throughout the region. More recently further opportunities for postgraduate work in education have been provided by means of evening courses leading to a written examination held at the end of the summer vacation. The Department of Education has also concentrated on upgrading the professional competence of experienced teachers in the primary school system who already hold training college qualifications. The professional certificate of education is awarded and represents an entrée into higher levels of educational activity for this group of teachers. The recent innovation of a program leading to a bachelor of education degree for the experienced trained teacher is intended to create a breakthrough in establishing parity of university qualification in teacher education.[1]

Reasons for Selection of Research Project

No detailed or comprehensive assessment of the work being done by the Department of Education has been made. Changes in course offerings have tended to be in response to new demands rather than as a result of critical evaluation of adequacy based on effectiveness of the existing design. One avenue for assessing the relevance of teacher training programs in affecting the behavior of students is to examine the activities of the practicing teacher who has graduated from the program. This can be accomplished through a process of self-evaluation as well as by the establishment of certain norms based on agreed criteria.

In an age which recognizes educational planning as the essential concomitant of schemes for development, projections still continue to avoid taking a close look at factors such as distribution, mobility, and wastage in teacher education.[2] Manpower surveys relate teacher supply to the increase in the school age population, appearing to assume that there is a constant in the existing teacher force. In the Caribbean, depletion by migration has become a factor of significance, but no accurate statistics are available to

indicate the rate of loss.[3] The wastage factor here includes transfer to other occupations rather than to other fields of educational activity, such as administration, supervisory services, educational television and so forth.[4]

Commonwealth Caribbean territories have their education plans, several of which have been based on the recommendations of recent UNESCO planning missions.[5] These have included statements and statistics about teacher supply but have made few arrangements for reducing the number of untrained graduates in the secondary schools or expanding provisions for training new graduates to keep pace with training college expansion. It is not too much to claim that one of the reasons for this omission stems from the cloud of uncertainty which masks the supply of teachers for secondary schools, which are dependent for training services on the University.

The lack of adequate basic information concerning the careers of University graduates and holders of diplomas and certificates has been highlighted by the recent politically inspired queries whether the regional University of the West Indies is serving only the establishment of a national university in Jamaica.[6] No central pool of information exists which could accurately reveal the allocation of graduates in any field of endeavor. A quantitative survey of graduates in education, therefore, assumes a practical nature. Research moves from the aura of academic disinterest to the sphere of utility.

Scope of Research Design

This study attempts to locate all those connected with this University who are working in education in selected areas of the Caribbean, namely, Trinidad, Barbados, Guyana, and Jamaica. The total contribution can be assessed in quantitative terms, but the distribution of graduates will also be significant. In view of the disparate nature of the area covered by the thirteen contributing territories, questions about location become crucial. Small islands expect value for money spent financing students and cannot be expected to be sympathetic to teachers who prefer the attractions of other territories.

There has also been an attempt to trace mobility within the teaching career. Enough time has passed for education to move up in the ranks of the profession, but here again a pool of information has to be constructed. The fact of regional training may have militated against graduates being appointed to posts of greater responsibility or, on the contrary, may have been an asset. The extent of public acceptability could be gauged if such information became available.

Apart from the quantitative and locational aspects of this investigation, its main purpose is a qualitative assessment of the University's teacher training program by its own graduates. The Department for many years has encouraged student participation in an evaluation session at the end of the year. Serious attention has been paid by the staff to these comments and criticisms, and adjustments to courses have sometimes followed these formal discussions. In this study another dimension of assessment has been introduced. Graduate teachers were asked to relate the applicability of the training they had received to their experiences as practicing educators. Studies along these lines have been done by American researchers and have been instrumental sometimes in initiating correctives to the training program of teacher training institutions in the United States.

This kind of approach is not in the tradition of Caribbean education. The practicing teacher is not often consulted prior to official decisions on professional matters. The gap between practical possibility and theoretical construct provides insuperable difficulties in developing countries. This study sets out to involve teachers in the critical exercise of evaluating professional preparation of teachers for the schools of today. It further exposes trained graduates to the comments of untrained graduates in their schools. The traditional resistance to professional training for graduates going to teach school still exists in some measure and is variously reflected in the policies adoped by Ministries of Education in the Caribbean toward the trained graduate. This study attempts to gain some insight into the untrained graduate's own conception of himself as a teacher and to evaluate the relevance of his first degree course to his subsequent teaching experience.

Research Design

As there is no effective register of graduates in existence, the researcher began by visiting selected territories to set up machinery through which such information could be obtained. The Guild of Graduates in Trinidad, Guyana, Barbados, and Jamaica was selected as the best agency for consultation. Aid in locating graduates in education and composing accurate lists was obtained through the Executive Committees as an ongoing project.

Three questionnaires were distributed to the following:

1. Those who followed postgraduate courses in the University of the West Indies, Department of Education.

2. Nongraduates who followed courses with the University of the West Indies, Department of Education.

3. Graduates of the University of the West Indies without teacher training.

A select group of trained teachers is being interviewed on the specific topic, "How has the training you received related to your experiences as a practicing teacher?" Transcripts of tape-recorded interviews are to be analyzed, and statistical representation of University graduates in higher education in the area is being constructed from the University calendars.

Summary of Possible Outcomes

1. Quantitative assessment of the University's contribution to education in selected territories of the Commonwealth Caribbean.

2. Locational representation of graduate distribution throughout the area prescribed.

3. Percentage of untrained graduates in schools.

4. Wastage factor in trained graduate teachers leaving education.

5. Factors of career mobility.

6. Critique by teacher graduates of the teacher training programs — lecture courses, methodology, opportunities for self-expression, teaching aids.

7. Assessment of first degree courses for teacher utility.

8. Summary of recommendations for improvement of the teacher training program.

9. Analysis of the implications of findings.

Footnotes

1. The bachelor of education degree requires a two-year course, the first being the certificate year, the second having a specialized lecture program and concentrating on a guided experimental approach to a current educational problem rather than on a written examination. *Calendar of the University of the West Indies, 1968.*

2. Various views of educational planning are presented in *Educational Planning,* The World Yearbook of Education, London, Evans Bros., 1967, but few of the contributions contradict the contention that planners tend to gloss over the patterns of teacher supply up to the moment in time with which they are concerned.

3. *The Teacher,* January 3, 1969, p. 3.

Migration as a factor defeating projection of teacher supply is also significant in some developed countries. The annual Headmaster's Association Survey in England, for example, gives the departure rate as one teacher per day each day of the year.

4. This is a different definition of the wastage factor as cited by many researchers in education, but in the Caribbean the situation is fairly fluid and the branches of educational activity too closely linked to regard the shift as one of isolation.

5. Recommendations of "UNESCO Educational Missions to Jamaica, Trinidad, British Honduras" (unpublished) and "Government Education Plans 1964–68."

6. *Regional* is used here to indicate the whole region of the Commonwealth Caribbean, and *national* to refer to independent member states such as Jamaica. A federal university structure with independent member states without political affiliation to each other makes this kind of pressure a continuing threat to the existence of the University and emphasizes the need for scientific assessments of the role of the institution and accurate information about its graduates.

Constitution of the International Council on Education for Teaching

as Amended by the Representative Assembly, July 22, 1968

ARTICLE I – NAME

The organization shall be called "The International Council on Education for Teaching," hereinafter referred to as ICET. The ICET is an international association of organizations, institutions, and individuals concerned with the preparation of teachers.

ARTICLE II – AIMS

The objectives of the organization shall be:

1. To define and explore ideas and principles underlying the education of those preparing to teach.
2. To examine the problems of the continued education of teachers in service.
3. To promote opportunities for consultation and collaboration between organizations and persons engaged in such teacher education in different countries and to help in the formation of national organizations of teacher educators or institutions of teacher education.

ARTICLE III – MEMBERSHIP

There shall be two classes of members: A. organizations and institutions; B. individuals.

A. Organizations and institutions
   1. National organizations in all countries, whose members are actively engaged in the education of those preparing to be teachers.
   2. National organizatons which have sections devoted to education for teaching.
   3. Other organizations or institutions dealing with education or teaching.

B. Individuals concerned with education for teaching

ARTICLE IV – MEMBERSHIP FEES

Annual membership fees shall be:

For a national organizaton, Section A, 1, above – $10
For a national organizaton, Section A, 2, above – $5
For other organizations, Section A, 3, above – $5
For individual members, Section B above – $2

(Dues are now under review and will be considered by the 1969 Representative Assembly.)

ARTICLE V – FISCAL YEAR

The fiscal year of ICET shall begin on July 1 and dues shall be for the year July 1 through June 30.

ARTICLE VI – REPRESENTATIVE ASSEMBLY

There shall be a Representative Assembly consisting of representatives of organizations and institutions and of individual members. Only representatives and individual members in good standing shall be eligible to vote in the meeting of the Representative Assembly.

ARTICLE VII — Officers

The officers of ICET shall be a president, a first vice-president, and a second vice-president, who shall be elected by the Representative Assembly for terms of two years. No two elected officers shall come from the same continent.

The Executive Committee shall appoint an executive director and such additional regional or other staff members as may be deemed necessary, and for terms determined by the Executive Committee.

1. The duties of the president shall be to preside at the meetings of the Representative Assembly and the Executive Committee and to represent ICET in such ways as shall be authorized by the Representative Assembly or the Executive Committee. He shall hold office for two years.
2. In the absence of the president, the first vice-president, or in his absence, the second vice-president, shall perform the duties of the president.
3. The executive director shall serve as the chief administrative officer of the secretariat and shall perform the functions of the secretary-treasurer. In addition, the executive director will be responsible for the implementation of programs authorized by the Executive Committee, provide communication facilities among Executive Committee members and to the membership at large. In cooperation with other members of the Executive Committee, the executive director will promote an expansion of membership, facilitate the funding of special projects, and represent ICET in all matters related to ICET business, subject to the authority granted to the executive director by the Executive Committee.
4. Regional or other staff members appointed by the Executive Committee shall be responsible to the executive director of ICET.
5. Officers shall be eligible for reelection.

ARTICLE VIII — Executive Committee

There shall be an Executive Committee consisting of the elected officers of ICET and from four to six additional members elected by the Representative Assembly — one vice-president each year and half of the members of the Executive Committee each year. The Executive Committee shall have authority to fill vacancies in its own membership between meetings of the Representative Assembly.

It shall be the duty of the Executive Committee to conduct the business of the Council between meetings of the Representative Assembly. The Executive Committee may conduct its business by majority vote by mail where that is necessary.

ARTICLE IX — Meetings

The Representative Assembly shall meet ordinarily once a year.

ARTICLE X — WCOTP

The ICET shall work in close collaboration with WCOTP.

ARTICLE XI — Amendments

This Constitution may be amended by majority vote of the members in good standing present at any meeting of the Representative Assembly specifically convened for that purpose.

List of Participants, 1968 World Assembly of the International Council on Education for Teaching, Dublin, Ireland

AUSTRALIA

Ethel Nelson Lewis
26 Lancaster Crescent
Kingsford 2032
New South Wales

Samuel P. Lewis, Vice-President
Autralian Teachers' Federation
300 Sussex Street
Sydney, New South Wales

CANADA

Kenneth Argue
University of British Columbia
Faculty of Education
Vancouver, B.C.

Len Ross
4212 Chippewa Road, N.W.
Calgary, Alberta

ENGLAND

Florence Mable Bennett
La Sainte Union College of Education
The Avenue
Southhampton

J. D. Browne, Principal
Coventry College of Education
Canley, Coventry

Harry Collins
City of Leeds and Carnegie College
Leeds

L. Connel
City of Leeds College of Education
Beckett Park
Leeds 6

Mildred M. Cullen
College of Education
Darlington, County Durham

J. A. Dewey
Madeley College of Education
Madeley, Nr. Crewe

A. A. Evans, General Secretary
Association of Teachers in Colleges and Departments of Education
151 Gower Street
London, W.C. 1

E. M. H. Ibbotson
Coventry College of Education
Canley, Coventry

David J. Johnston, Advisor to Teachers
Institute of Education
University of London
Malet Street
London, W.C. 1

Joyce Skinner, Principal
Bishop Grosseteste College
Lincoln

Shirley Toulson
The Teacher
Hamilton House
Hastings Street
London, W.C. 1

Stella M. Wilde
College of Education
Clifton, Nottingham

G. A. Williams
Doncaster College of Education
London, N.W. 3

Sheila D. Wood, Secretary
Association of Assistant Mistresses in Secondary Schools
29, Gordon Square
London, W.C. 1

GHANA

E. Bennett Caulley
WCOTP
P.O. Box 3510
Accra

C. Kwafo Penrose, General Secretary
Ghana National Association of Teachers
P.O. Box 209
Accra

HONDURAS

Rafael Peneda Ponce
Colegio Professional Superacion
Magesterial Hondurea
Apcirlado Postal No. 15
Tegucigalpa

INDIA

Shri S. Natarajan
3 Thiruvengadam Street
Raja Annamalaipuram
Madras 28

IRELAND

Michael Jordan, Head
Education Department
St. Patrick's College
Dublin

KENYA

S. J. Kioni, Secretary-General
Kenya National Union of Teachers
Mercury House, P.O. Box 30407
Nairobi

David Mulindi, President
Kenya National Union of Teachers
Box 20
Kakamega

J. W. Sheth Oluoch, First Vice-President
Kenya National Union of Teachers
Mercury House, P.O. Box 30407
Nairobi

KOREA

Tai Si Chung, Secretary-General
The Korean Federation of Education Associations
25 1-ka Sinmunro, Chongro-ku
Seoul

MALAYSIA

Mrs. F. R. Bhupalan, Secretary-General
Malayan Teachers' National Congress
321-C Jalan Tuanku Abdul Rahman
Kuala Lumpur

Tong Lee Poh, Assistant Secretary-General
Malayan Teachers' National Congress
321-C Jalan Tuanku Abdul Rahman
Kuala Lumpur

PHILIPPINES

Clodualdo H. Leacadio
Bureau of Public Schools
The Philippine Public School Teachers Association, Inc.
27 Banawe Street
Quezon City

RHODESIA

B. N. Lloyd
168 Rhodesville Avenue
Greendale, Salisbury

SINGAPORE

C. Tiruchittampalam
Singapore Teachers' Union
225, Onan Road
Singapore 15

UGANDA

Mrs. Juliana Munderi
The Uganda Teachers' Association
P.O. Box 377
Kampala

UNITED STATES

Edwin P. Adkins, Associate Vice-President
Temple University
Philadelphia, Pa. 19122

Irvamae Applegate, Dean
School of Education
St. Cloud State College
St. Cloud, Minn. 56301

William H. Bristow
70 Exeter Street
Forest Hills, N.Y. 11375

Lillian A. Comar
Hillsdale College
Hillsdale, Mich. 49242

Arthur W. Coombs
2904 S.W. Second Court
Gainesville, Fla. 32601

Frances Paula Garistina
75 Maine Avenue
Apartment 21E
Rockville Centre, N.Y. 11570

William Haggerty
134 Hawkes Avenue
Ossining, N.Y. 10562

Francis N. Hamblin, Academic Vice-President
Northern Arizona University
Flagstaff, Ariz. 86001

Audrey Kathleen Jallucci
159-01 Oak Avenue
Flushing, N.Y. 11358

Frank H. Klassen, Associate Secretary
The American Association of Colleges for Teacher Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Virginia S. Nyabongo
Tennessee Agricultural and Industrial State University
Nashville, Tenn. 37203

Edward C. Pomeroy, Executive Secretary
The American Association of Colleges for Teacher Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Gordon I. Swanson, Coordinator
International Programs
College of Education
University of Minnesota
Minneapolis, Minn. 55455